DOCUMENT RESUME

ED 024 425 LI 001 145

By- Swank, R.C.

Interlibrary Cooperation Under Title III of the Library Services and Construction Act: A Preliminary Study for the California State Library.

Spons Agency- California State Library, Sacramento.

Pub Date Jun 67

Note- 83p.

EDRS Price MF- $0.50 HC- $4.25

Descriptors- Federal Aid, Financial Support, *Library Cooperation, *Library Networks, *Library Planning, *Library Programs, Library Services, Program Coordination, State Libraries

Identifiers- *California, Library Services and Construction Act, LSCA

This preliminary exploration of possible approaches in California to implementation of Title III of the Library Services and Construction Act (LSCA) is based on a review of the literature on library cooperation, an examination of existing data on California libraries, and interviews with kay people in the California library field. The report examines: (1) the legislative and professional background of cooperative library systems in California, (2) existing California county and regional library systems, (3) present and proposed cooperative efforts among the several types of libraries, (4) the desirable objectives of such efforts, (5) possible organizational structures and bases of financial support, and (6) avenues of further study and planning. The seven major areas of possible coordination that might be incorporated into Title III projects are communication, bibliographical services, delivery services, reference services, order and catalog processes, collection building, and mechanization. Recommended organizational structure involves three patterns of coordination: (1) geographical or regional systems, (2) systems of special subject libraries, and (3) statewide services by major research libraries and the State Library, involving an extension of the State Library's responsibility to include service to all types of libraries. (JB)

Lz 001145

EDO 24425

INTERLIBRARY COOPERATION UNDER TITLE III OF THE LIBRARY SERVICES AND CONSTRUCTION ACT

A PRELIMINARY STUDY FOR THE CALIFORNIA STATE LIBRARY

☆

R. C. SWANK

JUNE 1967

LZ 001145

ERIC/CLIS
DEC 23 '68
UNIVERSITY OF MINNESOTA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Interlibrary Cooperation

Under Title III of the Library Services

And Construction Act

A Preliminary Study for the California State Library

by

R. C. Swank

June 1967

TABLE OF CONTENTS

Chapter		Page
I	Introduction.....	1
II	Background	3
III	Geographical Distribution of Public, School, Academic, and Special Library Resources	7
IV	Present Programs and Plans for Inter-type-of-Library Cooperation	33
V	Objectives and Areas of Coordination..	47
VI	Organization and Support	61
VII	Next Steps	74

LIST OF TABLES

Table		Page
I	School, Academic, Special, and Public Library Resources	12
II	North Coast Region Libraries and Their Holdings	18
III	North Mountain Region Libraries and Their Holdings	19
IV	North Sacramento Valley Region Libraries and Their Holdings	20
V	Central Valley Region Libraries and Their Holdings	21
VI	Lower San Joaquin Valley Region Libraries and Their Holdings	22
VII	East and South Bay Region Libraries and Their Holdings	23
VIII	Santa Barbara Coast Region Libraries and Their Holdings	24
IX	Greater Los Angeles Region Libraries and Their Holdings	25
X	Greater San Diego Region Libraries and Their Holdings	26
XI	Public Library Volumes by Region and County	27
XII	Elementary Schools and School Libraries by Region and County	30

LIST OF CHARTS

Chart		Page
I	Nine Regions of California	10
II	A Library Network for California	71

I

INTRODUCTION

This report is a preliminary exploration of possible approaches in California to implementation of Title III of the Library Services and Construction Act (LSCA). Because of severe limitations of time, it is neither complete nor thorough. It is intended primarily to raise questions and to point out directions for further study.

The intent of Title III is clear. The text states that the state plan "must provide policies and objectives for the systematic and effective coordination of the resources of school, public, academic, and special libraries and information centers for improved service of a supplementary nature to the special clientele served by each type of library or center." But the practical problems raised by an effort to organize inter-type-of-library systems and networks are legion, owing to widely diverse loyalties, philosophies, kinds and levels of service, character and strength of resources, legal foundations, and sources of financial support. It is this extraordinary complexity of the problem, together with my sense of the urgent need of building inter-type-of-library systems and networks, that tempted me to undertake this assignment.

Three things I have done. First, I have reviewed as much of the literature as time permitted on cooperative library arrangements, especially among the several types of libraries, and including the public library systems in California. Second, I have attempted, though imperfectly, to bring together the existing data on numbers and holdings of school, college and university, special, and public libraries in California by counties and regions. These data, it seemed to me, were necessary to a realistic perception of the shape, character, and extent of the problem on a statewide basis. And third, I have talked with a number of key people in the public, school, academic, and special library fields in the Bay Area and elsewhere to gather information about present efforts toward cooperation among the several types of libraries, to seek ideas about possible forms of cooperation, and to assess attitudes toward such cooperation. In addition, I have spent many hours in reflection about my own experiences with these matters. The result is this report, which will review briefly the legislative and professional background of cooperative library systems in California, describe existing library resources in California by counties and regions, illustrate cooperative efforts to date among the several types of libraries, examine the desirable objectives of such efforts, explore the possible organizational structures and bases of financial support, and finally suggest avenues of further study and planning.

II

BACKGROUND

Librarians have engaged in cooperative ventures of one kind or another for more than a century. Within the constraints placed upon them by the jurisdictions they serve, they have evolved bibliographical centers and interlibrary loan services, cooperative adquisition and processing programs, and other types of programs that need not be described here. But only recently has the movement toward the establishment of formal cooperative library systems and networks gained momentum. A major stimulus has been the Library Services Act and the Library Services and Construction Act which provided federal assistance to rural and, later, to urban public libraries. The resulting surveys, plans, and implementations of statewide public library systems throughout the country are already impressive. In California, another boost to this movement has been the Public Library Services Act (PLSA) which provided planning, establishment, and per capita grants for cooperative public library systems. By June, 1967, thirteen such systems, in areas serving over 7 million persons and involving 68 separate libraries, had been established.

Meanwhile, in June 1965 the California State Library had published Public Library Service Equal to the Challenge of California, by Lowell Martin and Roberta Bowler.[1] This survey conceived a regrouping of public library forces and recommended a plan of action toward a coordinated structure of local, regional, and statewide centers.

A new dimension was added to this movement by the State Technical Services Act of 1965 (STSA), sponsored by the U. S. Department of Commerce. Whereas the LSCA and the PLSA were focused on public library development in general, the STSA called attention to the specific problems of disseminating technical and scientific information to business, commercial, and industrial concerns throughout the state. George Bonn was engaged by the California State Library to prepare a report, Technical Information for California Business and Industry (December 1966).[2] This report, which was made within the framework of the Martin and Bowler report noted above, described the weaknesses of public library services in this field and recommended not only the

---

[1]Lowell A. Martin and Roberta Bowler, Public Library Service Equal to the Challenge of California; a Report to the State Librarian (Sacramento, California State Library, June 1965).

[2]George S. Bonn, Technical Information for California Business and Industry; a Report to the California State Librarian (Sacramento, California State Library, December 1966).

strengthening of those services but also contractual arrangements between the public library systems and one or more of the major academic libraries of the state, which alone have research collections of the caliber needed by business, industry, science, and technology. In other words, there are areas of library responsibility in which the public libraries cannot go it alone and for which the cooperation of other types of libraries is needed.

It is the new Title III of the LSCA, however, that puts the question of coordination among the several types of libraries squarely before the library community. The Act continues to support the development of exclusively public library systems in the several states, but it also points clearly to the desirability of breaking down old barriers and habits of thought and of stimulating joint action among public, school, academic, and special libraries. Federal funds, as well as state funds, are now becoming widely available through numerous legislative acts to school, college, and university libraries, as well as public libraries, and through research and development contracts also to special libraries in business and industrial firms. Assurance is sought that these funds do in fact serve the general public interest in the most economical and efficient manner.

We are therefore as much concerned in this report with the perspectives, problems, and services of non-public libraries as with those of public libraries. However, since

Title III has arisen from, and is attached to, the LSCA and since the movement toward cooperative library systems has gained greatest momentum to date in the public library field, I shall, as did Mr. Bonn, use the public library orientation in my approach to this study. I shall begin, then, by asking what school, academic, and special library resources are to be found in the counties and regions of California where geographically oriented public library systems already exist or may be proposed.

III

GEOGRAPHICAL DISTRIBUTION OF PUBLIC, SCHOOL, ACADEMIC, AND SPECIAL LIBRARY RESOURCES

In order to bring into view the total library resources of California, I have compiled from the existing sources such data as I could easily find on the number of libraries of all types and the number of volumes held by them in each of the counties of the state. Where and how strong are the school, college and university, special, and public libraries among which improved coordination of services is desired? What is their incidence by regions within which public library systems have already or might be established?

These notes explain the sources, nature, and limitations of the data in the tables to follow.

1. The data on elementary school libraries were taken from preliminary tabulations, as of 1964, by the California School Library Research Project. The corresponding data in the final report of that project, which has not yet been published, will probably be more complete. The data include number of schools and number of libraries reported, but not number of volumes. These figures are <u>not added into the totals for other types of libraries</u>, but are simply presented as additional information.

2. The data on junior and senior high school libraries were also taken from preliminary tabulations, as of 1964, by the California School Library Research Project, and are probably not complete.

3. The data on junior college libraries were taken from ALA, Library Statistics of Colleges and Universities, 1965-66. For junior colleges not reported in the above, volumes held in 1964 were taken from preliminary listings by the California School Library Research Project.

4. The data on other colleges and universities were taken from ALA, Library Statistics of Colleges and Universities, 1965-66, insofar as reported there.

5. The data on special libraries were taken from the "Statistical Issue, Winter 1967" of News Notes of California Libraries. The volume counts include only conventional volumes, not technical reports or documents, because data on the latter were usually not reported.

6. The data on public libraries were rearranged from the tables, pp. 34-63, in the "Statistical Issue, Winter, 1967," of News Notes of California Libraries. Note that the total holdings differ slightly from that reported in News Notes, the difference representing an error not yet run down.

7. The public library data are exclusive of the California State Library.

8. In the tables of this report, the forms, such as "12 (9)," mean that 12 libraries were identified but for

only 9 were the volumes held reported or found. There are few instances, however, such as Fresno State College, in which the holdings not reported might be expected to affect importantly the totals in the tables. Holdings for almost all of the major libraries are included; the missing holdings are mostly those of small, highly specialized libraries.

For convenience, the data by counties are grouped by the nine regions suggested by Martin and Bowler for the development of public library systems.[3] The use of this grouping is not a recommendation that these particular regional boundaries be observed in programs arising from Title III. They have simply been chosen arbitrarily as a means of relating the data about non-public types of libraries with thinking and planning to date about public library systems.

The nine regions used in the tables include the following counties, as shown in Chart I.

1. North Coast Region: Del Norte, Humboldt, Lake, Marin, Mendocino, Napa, Solano, Sonoma.

2. North Mountain Region: Lassen, Modoc, Plumas, Shasta, Sierra, Siskiyou, Tehema, Trinity.

3. North Sacramento Valley Region: Alpine, Butte, Colusa, El Dorado, Glenn, Nevada, Placer, Sacramento, Sutter, Yolo, Yuba.

4. Central Valley Region: Amador, Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, Tuolumne.

---

[3]Martin and Bowler, op. cit., p. 75.

CHART I

NINE REGIONS OF CALIFORNIA

5. Lower San Joaquin Valley Region: Fresno, Kings Madera, Tulare.

6. East and South Bay Region: Alameda, Contra Costa, Monterey, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz.

7. Santa Barbara Coast Region: Kern, San Luis Obispo, Santa Barbara, Ventura.

8. Greater Los Angeles Region: Inyo, Los Angeles, Mono, Orange, Riverside, San Bernardino.

9. Greater San Diego Region: Imperial, San Diego.

In Tables II to X the data on types of libraries in each county are broken down as follows:

High School Libraries: Divided between (1) Junior and (2) Senior. Subtotaled.

Academic Libraries: Divided into five groups: (1) Junior Colleges, (2) State Colleges, (3) State Universities, (4) Private General Colleges, and (5) Specialized, such as Law, Seminary, and Nursing. Subtotaled.

Special Libraries: Divided into five groups: (1) Science, Technical, Business, etc., (2) Hospital, Medical, Biological, etc., (3) Museum, Art, History, etc., including Movie, (4) Law, and (5) Miscellaneous. Subtotaled.

Grand totals, by county and by types of libraries, are both shown, but excluding elementary school libraries, public libraries, and the State Library.

Table I summarizes the data by the nine regions and general types of libraries. A total of 58,375,895 volumes held by all types of libraries in the state are identified--incompletely, of course, because holdings for many libraries

Table I. School, Academic, Special and Public Library Holdings by Region*

Region	Jr.& Sr.High School Libraries			Academic Libraries			Special Libraries			Public Libraries		Total	
	No.of Libs.	Volumes No.	%	No.of Libs.	Volumes No.	%	No.of Libs.	Volumes No.	%	Volumes No.	%	Volumes No.	%
North Coast	66	323,321	4.6	11(8)	445,079	2.3	21(7)	143,989	3.0	1,207,988	4.5	2,120,377	3.6
North Mountain	33	110,865	1.6	3(3)	34,081	.2	10(2)	22,350	.5	446,043	1.7	613,339	1.1
North Sacto. Valley	85	401,342	5.7	10(8)	941,499	4.7	39(14)	96,028	2.0	1,679,236	6.3	3,118,105	5.3
Central Valley	42	253,218	4.6	7(4)	125,623	.7	19(10)	76,363	1.6	1,123,373	4.2	1,588,577	2.7
Lower San Joaquin	57	267,028	3.8	9(5)	95,850	.5	9(5)	52,093	1.1	1,148,829	4.3	1,563,800	2.7
East & South Bay	189	1,503,582	21.4	61(41)	8,570,847	43.2	174(81)	1,528,645	32.1	6,393,203	23.9	17,996,277	30.8
Santa Barbara Coast	60	365,504	5.2	13(10)	635,118	3.2	35(23)	330,235	6.9	1,302,726	4.9	2,633,583	4.5
Greater Los Angeles	393	3,273,632	46.5	87(65)	8,038,003	40.5	210(107)	1,819,555	38.2	11,873,363	44.4	25,004,553	42.8
Greater San Diego	76	535,626	7.6	15(11)	935,131	4.7	37(26)	688,337	14.5	1,578,090	5.9	3,737,184	6.4
Total	1,001	7,034,118	100.0	216 (155)	19,831,231	100.0	554 (275)	4,757,595	99.9	26,752,851	100.1	58,375,795	99.9

*See explanatory notes in text, pp. 10-11.

were not reported. 30.8 per cent of all holdings are in the East and South Bay Region, and 42.8 per cent in the Greater Los Angeles Region, the two totalling 73.6 per cent of the state's entire library resources.[4] The next richest region is Greater San Diego, with 6.4 per cent, and the poorest is North Mountain, with 1.1 per cent.

Turning to junior and senior high school libraries, 1,001 schools reported holdings totalling 7,034,118 volumes. 46.5 per cent of the volumes are in the Greater Los Angeles Region, and only 21.4 per cent in the East and South Bay Region, but the two together still total 67.9 per cent for the state. The next richest region is again Greater San Diego, with 7.6 per cent, and the poorest is North Mountain, with 1.6 per cent.

Some 19,800,000 volumes, reported by 155 out of 216 libraries identified, are held by academic libraries--that is, libraries of institutions of higher education. The highest concentration in this instance is in the East and South Bay Area, with 43.2 per cent, while the Greater Los Angeles Area holds 40.5 per cent, the two together totalling 83.7 per cent. The next richest regions are Greater San Diego and North Sacramento Valley, with 4.7 per cent each, and the poorest is again North Mountain, with only 0.2 per cent.

---

[4]An impressive account of Scientific Resources of the San Francisco Bay Area has been published by the International Science Foundation (San Francisco, 1961).

In the special library field, it should be noted again that only conventional volumes are included in the data, since the holdings of technical reports and documents were not consistently reported. Also, data on conventional volumes held could be found for only 275 out of 554 libraries identified. Most of the major libraries, however, are believed to be included. 38.2 per cent of the holdings reported are in the Greater Los Angeles Region, 32.1 per cent in the East and South Bay Region, the two totalling 70.3 per cent. The next richest region is again Greater San Diego, with 14.5 per cent, and the poorest is North Mountain, with 0.5 per cent.

Population data have not been related to these figures on libraries and their holdings because of the different "populations" that would necessarily be used as the bases of financial support. The population of college and university libraries is, of course, the students and faculties, and that of special libraries may be professional workers, such as research and development staff. General census data are essentially relevant only to public library needs and costs. The problem posed by Title III of LSCA is how existing library resources, wherever they may be, and whatever the particular clienteles served, can be made more readily available to all citizens of California, regardless of general population densities. How can information services be reorganized as a general public utility?

From Table I, three broad generalizations are possible.

First, it may be noted that, while the Greater Los Angeles and the East and South Bay Regions hold the great majority of library resources in all types of libraries, these concentrations are lower in the high school and public library fields, if the two regions are taken together, than in the academic and special. The concentrations in the high school and public library fields are particularly high in the Greater Los Angeles Region, but the other regions of the state fare better in these fields than in the academic and special library fields, with the exception that the Santa Barbara Coast and Greater San Diego regions show greater relative strength in the special library field.

Second, the counties that are most weak in the school and public library fields are on the whole still weaker, by a couple orders of magnitude, in the academic and special library fields. The Central Valley Region, for example, has 3.6 per cent of the high school library resources and 4.2 per cent of the public library resources, but only 0.7 per cent of the academic library resources and 1.6 per cent of the special library resources.

Third, the academic library resources are least well distributed among the several regions. The highest concentration is in the East and South Bay Region, and that region together with the Greater Los Angeles Region holds 83.7 per cent of the state's resources. No other region holds as many

as 1,000,000 volumes in academic libraries, and two regions hold less than 100,000 volumes.

The import of these data is essentially that extreme weakness in school and public library resources can be locally supplemented only by still greater weakness in academic and special library resources. The resources in science, technology, and other research areas that only could satisfy the needs of citizens, business and industrial concerns, or college students and faculty members in the weakest regions, whatever the relative frequency of their demands, could often be found only in two or three of the stronger regions. Indeed, 42 per cent of the volumes in all college and university libraries in the state are owned by three institutions: the University of California at Berkeley, the University of California at Los Angeles, and Stanford University, and these three (this is a guess) may contain 75 to 80 per cent of the unique scientific, technical, and other research resources of the state. Effective supplementation of library services will necessarily involve statewide patterns that cross regional boundaries.

Tables II to X, covering each of the nine regions separately, break down the data further by counties and types of libraries, omitting public and elementary school libraries. The volumes owned by public libraries in the several counties and regions are shown in Table XI, and the numbers of elementary school libraries are shown in Table XII. By

combining data from the appropriate tables for any county or region, a fairly broad view--though, again, still incomplete--can be had of the libraries of all types for which programs of joint action might eventually be planned under Title III.

These tables also evince the staggering magnitudes and complexities of potential library systems and networks that might conceivably embrace the entire state, linking region with region and tying school to public libraries, public to college libraries, college to special libraries, and special to university libraries, with statewide centers of communication and reference at the apex. It is urgent, I believe, that initial programs and demonstrations be conceived and designed from the beginning as components of a future statewide network that would encompass the entirety of the library communities represented in these tables.

Table II. North Coast Region--Libraries and Their Holdings[1]

North Coast		Del Norte	Humboldt	Lake	Marin	Mendocino	Napa	Solano	Sonoma	Total
Jr. H.S.	No.	-	2		1	-	3	4	6	16
	Vols.	-	12,318	-	3,000	-	18,605	28,064	31,182	93,169
High School	No.	1	7	5	7	11	3	7	9	50
	Vols.	5,900	37,268	10,251	54,546	34,378	13,099	35,237	39,473	230,152
Subtotal High School	No.	1	9	5	8	11	6	11	15	66
	Vols.	5,900	49,586	10,251	57,546	34,378	31,704	63,301	70,655	323,321
Jr. Coll.	No.	-	1 (0)	-	1 (1)	-	1 (1)	1 (1)	1 (1)	5 (4)
	Vols.	-	-	-	25,792	-	18,008	11,751	33,000	88,551
State Coll.	No.	-	1 (1)	-	-	-	-	-	1 (1)	2 (2)
	Vols.	-	97,346	-	-	-	-	-	71,420	168,766
State Univ.	No.	-	-	-	-	-	-	-	-	-
	Vols.	-	-	-	-	-	-	-	-	-
Priv. C. & U.	No.	-	-	-	1 (0)	-	1 (1)	-	-	2 (1)
	Vols.	- -	-	-	-	-	72,586	-	-	72,586
Specialized	No.	-	-	-	2 (1)	-	-	-	-	2 (1)
	Vols.	-	-	-	115,176	-	-	-	-	115,176
Subtotal Coll.& Univ.	No.	-	2 (1)	-	4 (2)	-	2 (2)	1 (1)	2 (2)	11 (8)
	Vols.	-	97,346	-	140,968	-	90,594	11,751	104,420	445,079
Sci,Tech,Bus.	No.	-	-	-	-	-	-	-	-	-
	Vols.	-	-	-	-	-	-	-	-	-
Med.Hosp,Biol.	No.	-	1 (0)	-	-	1 (0)	2 (2)	1 (1)	1 (0)	6 (3)
	Vols.	-	-	-	-	-	33,257	22,000	-	55,257
Museum, Art.Hist.	No.	-	-	-	-	-	-	-	-	-
	Vols.	-	-	-	-	-	-	-	-	-
Law	No.	1 (1)	1 (0)	-	1 (0)	1 (0)	-	1 (0)	1 (0)	6 (0)
	Vols.	-	-	-	-	-	-	-	-	-
Misc.	No.	-	-	-	3 (1)	1 (1)	-	4 (2)	1 (0)	9 (4)
	Vols.	-	-	-	31,732	6,000	-	51,000	-	88,732
Subtotal Special	No.	1 (0)	2 (0)	-	4 (1)	3 (1)	2 (2)	6 (3)	3 (0)	21 (7)
	Vols.	-	-	-	31,732	6,000	33,257	73,000	-	143,989
Grand Total	No.	2 (1)	13 (10)	5 (5)	16 (11)	14 (12)	10 (10)	18 (15)	20 (17)	98 (81)
	Vols.	5,900	146,932	10,251	230,246	40,378	155,551	148,052	175,075	912,389

[1]See explanatory notes in text, pp. 7-11.

Table III. North Mountain Region--Libraries and Their Holdings[1]

North Mountain Region		Lassen	Modoc	Plumas	Shasta	Sierra	Siskiyou	Tehama	Trinity	Total
Jr. H.S.	No.	-	-	-	-	-	-	-	-	-
	Vols.	-	-	-	-	-	-	-	-	-
High School	No.	4	2	4	5	3	10	3	2	33
	Vols.	12,082	4,235	16,623	28,082	3,355	29,607	11,918	4,958	110,860
Subtotal High School	No.	4	2	4	5	3	10	3	2	33
	Vols.	12,082	4,235	16,623	28,082	3,355	29,607	11,918	4,958	110,860
Jr. Coll.	No.	1 (1)	-	-	1 (1)	-	1 (1)	-	-	3 (3)
	Vols.	5,174	-	-	21,584	-	7,323	-	-	34,081
State Coll.	No.	-	-	-	-	-	-	-	-	-
	Vols.	-	-	-	-	-	-	-	-	-
State Univ.	No.	-	-	-	-	-	-	-	-	-
	Vols.	-	-	-	-	-	-	-	-	-
Priv. C. & U.	No.	-	-	-	-	-	-	-	-	-
	Vols.	-	-	-	-	-	-	-	-	-
Specialized	No.	-	-	-	-	-	-	-	-	-
	Vols.	-	-	-	-	-	-	-	-	-
Subtotal Coll. & Univ.	No.	1 (1)	-	-	1 (1)	-	1 (1)	-	-	3 (3)
	Vols.	5,174	-	-	21,584	-	7,323	-	-	34,081
Sci. Tech.Bus.	No.	-	-	-	-	-	-	-	-	-
	Vols.	-	-	-	-	-	-	-	-	-
Med.Hosp.Biol.	No.	1 (1)	-	-	-	-	-	-	-	1 (1)
	Vols.	13,000	-	-	-	-	-	-	-	13,000
Museum, Art,Hist.	No.	-	-	-	-	-	-	-	-	-
	Vols.	-	-	-	-	-	-	-	-	-
Law	No.	1 (0)	1 (0)	1 (0)	1 (0)	1 (0)	1 (0)	1 (0)	1 (0)	8 (0)
	Vols.	-	-	-	-	-	-	-	-	-
Misc.	No.	-	-	-	-	-	1 (1)	-	-	1 (1)
	Vols.	-	-	-	-	-	9,350	-	-	9,350
Subtotal Special	No.	2 (1)	1 (0)	1 (0)	1 (0)	1 (0)	2 (1)	1 (0)	1 (0)	10 (2)
	Vols.	13,000	-	-	-	-	9,350	-	-	22,350
Grand Total	No.	7 (6)	3 (2)	5 (4)	7 (6)	4 (3)	13(12)	4 (3)	3 (2)	46(38)
	Vols.	30,256	4,235	16,623	49,666	3,355	46,280	11,918	4,958	167,291

[1]See explanatory notes in text, pp. 7-11.

Table IV. North Sacramento Valley Region--Libraries and Their Holdings[1]

North Sacramento Valley Region		Alpine	Butte	Colusa	Eldorado	Glenn	Nevada	Placer	Sacramento	Sutter	Yolo	Yuba	Total
Jr. H.S.	No.	-	2	1	-	-	1	-	20	-	1	-	25
	Vols.	1	11,899	1,559	-	-	-	-	74,638	-	4,276	-	92,372
High School	No.	-	7	4	3	6	1	6	21	4	7	2	60
	Vols.	-	39,601	11,203	20,210	12,040	4,100	39,366	130,614	15,068	27,084	9,684	308,970
Subtotal High School	No.	-	9	5	3	5	2	6	41	4	8	2	85
	Vols.	-	51,500	12,762	20,210	12,040	4,100	39,366	205,252	15,068	31,360	9,684	401,342
Jr. Coll.	No.	-	-	-	-	-	-	1 (1)	2 (2)	-	-	1 (1)	4 (4)
	Vols.	-	-	-	-	-	-	29,744	68,075	-	-	18,897	116,716
State Coll.	No.	-	1 (1)	-	-	-	-	-	1 (1)	-	-	-	2 (2)
	Vols.	-	141,951	-	-	-	-	-	193,231	-	-	-	335,182
State Univ.	No.	-	-	-	-	-	-	-	-	-	1 (1)	-	1 (1)
	Vols.	-	-	-	-	-	-	-	-	-	470,481	-	470,481
Priv. C & U.	No.	-	-	-	-	-	-	1 (1)	-	-	-	-	1 (1)
	Vols.	-	-	-	-	-	-	19,120	-	-	-	-	19,120
Specialized	No.	-	-	-	-	-	-	-	2 (0)	-	-	-	2 (0)
	Vols.	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Coll. & Univ.	No.	-	1 (1)	-	-	-	-	2 (2)	5 (3)	-	1 (1)	1 (1)	10 (8)
	Vols.	-	141,951	-	-	-	-	48,864	261,306	-	470,481	18,897	941,499
Sci.Tech.Bus.	No.	-	-	-	-	-	-	-	2 (1)	-	-	-	2 (1)
	Vols.	-	-	-	-	-	-	-	25,000	-	-	-	25,000
Med.Hosp.Biol.	No.	-	-	-	1 (1)	-	-	3 (2)	2 (1)	-	-	-	6 (4)
	Vols.	-	-	-	300	-	-	16,000	3,500	-	-	-	19,800
Museum,Art,Hist.	No.	-	-	-	-	-	-	-	2 (0)	-	-	-	2 (0)
	Vols.	-	-	-	-	-	-	-	-	-	-	-	-
Law	No.	1 (1)	1 (0)	1 (0)	1 (0)	1 (0)	1 (0)	1 (0)	2 (1)	1 (0)	1 (0)	-	11 (2)
	Vols.	1,000	-	-	-	-	-	-	4,160	-	-	-	5,160
Misc.	No.	-	-	-	-	-	-	-	17 (7)	-	-	1 (0)	18 (7)
	Vols.	-	-	-	-	-	-	-	46,068	-	-	-	46,068
Subtotal Special	No.	1 (1)	1 (0)	1 (0)	2 (1)	1 (0)	1 (0)	4 (2)	25(10)	1 (0)	1 (0)	1 (0)	39(14)
	Vols.	1,000	-	-	300	-	-	16,000	78,728	-	-	-	96,028
Grand Total	No.	1 (1)	11(10)	6 (5)	5 (4)	3 (2)	12(10)	12(10)	71(54)	5 (4)	10 (9)	4 (3)	134(107)
	Vols.	1,000	193,451	12,762	20,510	12,404	4,100	104,230	545,286	15,068	501,841	28,581	1,438,869

[1]See explanatory notes in text, pp. 7-11.

Table V. Central Valley Region--Libraries and Their Holdings[1]

Central Valley Region		Amador	Calaveras	Mariposa	Merced	San Joaquin	Stanislaus	Tuolumne	Total
Jr. H.S.	No.	-	-	-	-	5	-	-	5
	Vols.	-	-	-	-	33,822			33,822
High School	No.	3	2	1	8	11	10	2	37
	Vols.	1,925	4,993	2,297	40,442	90,447	69,672	9,620	219,396
Subtotal High School	No.	3	2	1	8	16	10	2	42
	Vols.	1,925	4,993	2,297	40,442	124,269	69,672	9,620	253,218
Jr. Coll.	No.	-	-	-	1 (1)	1 (1)	1 (1)	-	3 (3)
	Vols.	-	-	-	4,300	31,992	45,474	-	81,766
State Coll.	No.	-	-	-	-	-	1 (1)	-	1 (1)
	Vols.	-	-	-	-	-	53,857	-	53,857
State Univ.	No.	-	-	-	-	-	-	-	-
	Vols.	-	-	-	-	-	-	-	-
Priv. C. & U.	No.	-	-	-	-	2 (0)	-	-	2 (0)
	Vols.	-	-	-	-	-	-	-	-
Specialized	No.	1 (0)	-	-	-	-	-	-	1 (0)
	Vols.	-	-	-	-	-	-	-	-
Subtotal Coll. & Univ.	No.	1 (0)	-	-	1 (1)	3 (1)	2 (2)	-	7 (4)
	Vols.	-	-	-	4,300	31,992	99,331	-	135,623
Sci. Tech. Bus.	No.	-	-	-	-	-	1 (1)	-	1 (1)
	Vols.	-	-	-	-	-	3,500	-	3,500
Med.Hosp.Biol.	No.	-	-	-	-	3 (2)	2 (2)	-	5 (4)
	Vols.	-	-	-	-	7,505	10,200	-	17,705
Museum, Art Hist.	No.	-	-	-	-	1 (0)	-	-	1 (0)
	Vols.	-	-	-	-	-	-	-	-
Law	No.	1 (0)	1 (0)	1 (0)	1 (0)	1 (1)	1 (0)	1 (0)	7 (1)
	Vols.	-	-	-	-	15,282	-	-	15,282
Misc.	No.	-	-	1 (1)	1 (1)	2 (1)	-	1 (1)	5 (4)
	Vols.	-	-	3,000	14,000	18,876	-	4,000	39,876
Subtotal Special	No.	1 (0)	1 (0)	2 (1)	2 (1)	7 (4)	4 (3)	2 (1)	19(10)
	Vols	-	-	3,000	14,000	41,663	13,700	4,000	76,363
Grand Total	No.	5 (3)	3 (2)	3 (2)	11(10)	26(21)	16(15)	4(31)	68(56)
	Vols.	1,925	4,993	5,297	58,742	197,924	182,703	13,620	465,204

[1]See explanatory notes in text, pp. 7-11.

Table VI. Lower San Joaquin Valley Region--Libraries and Their Holdings[1]

Lower San Joaquin Valley		Fresno	Kings	Madera	Tulare	Total
Jr. H. S.	No.	15	-	-	1	16
	Vols.	56,606	-	-	1,768	58,374
High School	No.	22	4	2	13	41
	Vols.	103,318	20,031	19,180	66,125	208,654
Subtotal High School	No.	37	4	2	14	57
	Vols.	159,924	20,031	19,180	67,893	267,028
Jr. Coll.	No.	3 (3)	-	-	2 (2)	5 (5)
	Vols.	54,280	-	-	41,570	95,850
State Coll.	No.	3 (3)	-	-	2 (2)	5 (5)
	Vols.	-	-	-	-	-
State Univ.	No.	-	-	-	-	-
	Vols.	-	-	-	-	-
Priv. C.& U.	No.	-	-	-	-	-
	Vols.	-	-	-	-	-
Specialized	No.	3 (0)	-	-	-	3 (0)
	Vols.	-	-	-	-	-
Subtotal Coll. & Univ.	No.	7 (3)	-	-	2 (2)	9 (5)
	Vols.	54,280	-	-	41,570	95,850
Sci. Tech. Bus.	No.	1 (0)	-	-	-	1 (0)
	Vols.	-	-	-	-	-
Med.Hosp.Biol.	No.	2 (1)	-	-	2 (2)	4 (3)
	Vols.	4,000	-	-	5,650	9,650
Museum, Art, Hist.	No.	-	-	-	-	-
	Vols.	-	-	-	-	-
Law	No.	1 (1)	1 (1)	1 (0)	1 (0)	4 (2)
	Vols.	35,213	7,230	-	-	42,443
Misc.	No.	-	-	-	-	-
	Vols.	-	-	-	-	-
Subtotal Special	No.	4 (2)	1 (1)	1 (0)	3 (2)	9 (5)
	Vols.	39,213	7,230	-	5,650	52,093
Grand Total	No.	48(42)	5 (5)	3 (2)	19(18)	75(67)
	Vols.	253,417	27,261	19,180	115,113	414,971

[1]See explanatory notes in text, pp. 7-11.

Table VII. East and South Bay Region--Libraries and Their Holdings[1]

East and South Bay Region		Alameda	Contra Costa	Monterey	San Benito	San Francisco	San Mateo	Santa Clara	Santa Cruz	Total
Jr. H.S.	No.	29	11	7	-	15	-	9	2	73
	Vols.	257,705	72,608	40,990	-	119,918	-	65,826	11,627	568,674
High School	No.	22	21	8	1	10	21	29	4	116
	Vols	142,593	175,971	51,989	8,230	98,008	205,603	226,961	25,553	934,908
Subtotal High School	No.	51	32	15	1	25	21	38	6	189
	Vols.	400,298	248,579	92,979	8,230	217.926	205,603	292,787	37,180	1,503,582
Jr. Coll.	No.	3(3)	2 (2)	2 (2)	-	1 (1)	1 (1)	4 (4)	1 (1)	14(14)
	Vols.	61,018	69,934	66,215	-	49,448	53,250	114,817	20,127	434,809
State Coll.	No.	1 (0)	-	-	-	1 (1)	-	1 (1)	-	3 (2)
	Vols.	-	-	-	-	298,281	-	344,025	-	642,306
State Univ.	No.	1 (1)	-	-	-	1 (1)	-	-	1 (1)	3 (3)
	Vols.	3,179,633	-	-	-	296,721	-	-	100,053	3,576,407
Priv. C. & U.	No.	7 (3)	1 (1)	-	-	4 (3)	3 (2)	3 (1)	-	18(10)
	Vols.	233,454	70,976	-	-	405,301	86,274	2,764,211	-	3,560,216
Specialized	No.	7 (2)	2 (1)	2 (1)	-	9 (5)	1 (1)	1 (1)	1 (1)	23(12)
	Vols.	104,867	10,000	26,010	-	113,279	55,460	26,493	21,000	357,109
Subtotal Coll. & Univ.	No.	19 (9)	5 (4)	4 (3)	-	16(11)	5 (4)	9 (7)	3 (3)	61 (41)
	Vols.	3,578,972	150,910	92,225	-	1,163,030	194,984	3,249,546	141,180	8,570,847
Sci.Tech.Bus.	No.	12 (6)	4 (2)	-	-	21(10)	6 (5)	15 (9)	-	58(32)
	Vols.	30,697	18,500	-	-	267,479	161,030	107,250	-	584,956
Med.Hosp.Biol.	No.	8 (3)	2 (2)	-	-	13(11)	-	4 (1)	-	27(17)
	Vols.	13,486	8,438	-	-	92,570	-	10,989	-	124,483
Museum, Art.Hist.	No.	3 (1)	-	1 (0)	-	10 (6)	-	-	-	14 (7)
	Vols.	21,307	-	-	-	226,372	-	-	-	247,679
Law	No.	2 (1)	1 (0)	1 (0)	-	10 (4)	1 (0)	1 (0)	1 (0)	17 (5)
	Vols.	55,562	-	-	-	264,547	-	-	-	320,109
Misc.	No.	6 (0)	-	5 (4)	-	41(13)	2 (1)	4 (2)	-	58(20)
	Vols.	-	-	144,638	-	89,075	2,705	15,000	-	251,418
Subtotal Special	No.	31(11)	7 (4)	7 (4)	-	95(44)	9 (6)	24(12)	1 (0)	174(81)
	Vols.	120,052	26,938	144,638	-	940,043	163,735	133,239	-	1,528,645
Grand Total	No.	101(71)	44(40)	26(22)	1 (1)	136(80)	35(31)	71(57)	10 (9)	424(311)
	Vols.	4,099,322	426,427	329,842	8,230	2,320,999	564,322	3,675,572	178,360	11,603,074

[1]See explanatory notes in text, pp. 7-11.

Table VIII. Santa Barbara Coast Region--Libraries and Their Holdings[1]

Santa Barbara Coast Region		Kern	San Luis Obispo	Santa Barbara	Ventura	Total
Jr. H. S.	No.	1	1	6	7	15
	Vols.	250	5,447	29,073	31,684	66,454
High School	No.	18	8	8	11	45
	Vols.	130,058	31,525	49,086	88,371	299,050
Subtotal High School	No.	19	9	14	18	60
	Vols.	130,308	36,972	78,169	120,055	365,504
Jr. Coll.	No.	2 (2)	1 (1)	2 (2)	1 (0)	6 (6)
	Vols.	47,731	7,305	30,890	25,647	111,573
State Coll.	No.	-	-	-	-	-
	Vols.	-	-	-	-	-
State Univ.	No.	-	-	1 (1)	-	1 (1)
	Vols.	-	-	386,411	-	386,411
Priv. C. U.	No.	-	-	1 (0)	1 (1)	2 (1)
	Vols.	-	-	-	37,605	37,605
Specialized	No.	-	1 (1)	1 (0)	2 (1)	4 (2)
	Vols.	-	97,511(SC?)	-	2,018	99,529
Subtotal Coll. & Univ.	No.	2 (2)	2 (2)	6 (3)	4 (3)	13(10)
	Vols	47,731	104,816	417,301	65,270	635,118
Sci.Tech.Bus.	No.	5 (4)	-	4 (2)	3 (2)	12 (8)
	Vols.	120,218	-	24,000	12,703	156,921
Med.Hosp.Biol.	No.	2 (2)	2 (2)	2 (2)	2 (2)	8 (8)
	Vols.	9,000	14,025	17,500	46,200	86,725
Museum, Art Hist.	No.	1 (0)	-	2 (1)	-	3 (1)
	Vols.	-	-	15,000	-	15,000
Law	No.	1 (1)	1 (1)	-	1 (0)	3 (2)
	Vols.	14,530	10,362	-	-	24,892
Misc.	No.	1 (1)	2 (2)	3 (1)	3 (0)	9 (4)
	Vols.	8,125	33,072	5,500	-	46,697
Subtotal Special	No.	10 (8)	5 (5)	11 (6)	9 (4)	35(23)
	Vols.	151,873	57,459	62,000	58,903	330,235
Grand Total	No.	31 (29)	16(16)	30(23)	31(25)	108(93)
	Vols.	329,912	199,247	557,470	244,228	1,330,857

[1]See explanatory notes in text, pp. 7-11.

Table IX. Greater Los Angeles Region--Libraries and Their Holdings[1]

Greater Los Angeles Region		Inyo	Los Angeles	Mono	Orange	Riverside	San Bernardino	Total
Jr. H. S.	No.	-	135	-	17	13	22	187
	Vols.	-	1,037,381	-	84,688	59,186	111,373	1,292,628
High School	No.	5	133	2	29	17	20	206
	Vols.	5,000	1,410,730	2,069	262,093	101,686	199,426	1,981,004
Subtotal High School	No.	5	268	2	46	30	42	393
	Vols.	5,000	2,448,111	2,069	346,781	160,872	310,799	3,273,632
Jr. Coll.	No.	-	19(19)	-	3 (3)	4 (4)	4 (4)	30(30)
	Vols.	-	849,310	-	113,995	58,495	119,043	1,140,843
State Coll.	No.	-	5 (4)	-	1 (1)	1 (1)	1 (1)	8 (7)
	Vols.	-	754,332	-	102,917	354,424	57,592	1,269,265
State Univ.	No.	-	1 (1)	-	1 (1)	-	-	2 (2)
	Vols.	-	2,333,442	-	119,025	-	-	2,452,467
Priv. C. & U.	No.	-	16(14)	-	3 (3)	1 (0)	3 (0)	23(17)
	Vols.	-	2,590,144	-	107,376	-	-	2,697,520
Specialized	No.	-	23(8)	-	-	1 (1)	-	24 (9)
	Vols.	-	417,768	-	-	60,140	-	477,908
Subtotal Coll. & Univ.	No.	-	64(64)	-	8 (8)	7 (6)	8 (5)	87(65)
	Vols.	-	6,944,996	-	443,313	473,059	176,635	8,038,003
Sci.Tech.Bus.	No.	-	85(39)	-	15 (8)	1 (1)	3 (2)	104(50)
	Vols.	-	308,172	-	90,900	2,050	4,780	405,902
Med.Hosp.Biol.	No.	-	37(24)	-	2 (0)	-	2 (2)	41(26)
	Vols.	-	250,262	-	-	-	10,000	260,262
Museum, Art Hist.	No.	-	20(13)	-	4 (3)	-	-	24(16)
	Vols.	-	549,082	-	10,620	-	-	559,702
Law	No.	-	11(3)	-	1 (0)	1 (0)	1 (0)	14(3)
	Vols.	-	461,900	-	-	-	-	461,900
Misc.	No.	-	17 (6)	-	-	5 (3)	5 (3)	27(12)
	Vols.	-	58,712	-	-	33,077	40,000	131,789
Subtotal Special	No.	-	170(85)	-	22(11)	7 (4)	11 (7)	210(107)
	Vols.	-	1,628,128	-	101,520	35,127	54,780	1,819,555
Grand Total	No.	5 (5)	502(399)	2 (2)	76 (65)	44 (40)	61 (54)	690(565)
	Vols.	5,000	11,021,235	2,069	891,614	669,058	542,214	13,131,190

[1]See explanatory notes in text, pp. 7-11.

Table X. Greater San Diego Region--Libraries and Their Holdings[1]

Greater San Diego Region		Imperial	San Diego	Total
Jr. H.S.	No.	-	30	30
	Vols.	-	193,682	193,682
High School	No.	7	39	46
	Vols.	40,317	301,627	341,944
Subtotal High School	No.	7	69	76
	Vols.	40,317	495,309	535,626
Jr. Coll.	No.	1 (1)	6 (6)	7 (7)
	Vols.	10,243	135,660	145,903
State Coll.	No.	-	1 (1)	1 (1)
	Vols.	-	326,391	326,391
State Univ.	No.	-	1 (1)	1 (1)
	Vols.	-	336,811	336,811
Priv. C. & U.	No.	-	4 (1)	4 (1)
	Vols.	-	121,571	121,571
Specialized	No.	-	2 (1)	2 (1)
	Vols.	-	4,455	4,455
Subtotal Coll.& Univ.	No.	1 (1)	14(10)	15(11)
	Vols.	10,243	924,888	935,131
Sci.Tech.Bus.	No.	-	12(10)	12(10)
	Vols.	-	245,362	245,362
Med.Hosp.Bio.	No.	-	8 (7)	8 (7)
	Vols.	-	42,019	42,019
Museum, Art Hist.	No.	-	6 (2)	6 (2)
	Vols.	-	86,582	86,582
Law	No.	1 (1)	3 (1)	4 (2)
	Vols.	9,374	139,618	148,992
Misc.	No.	-	7 (5)	7 (5)
	Vols.	-	165,382	165,382
Subtotal Special	No.	1 (1)	36(25)	37(26)
	Vols.	9,374	678,963	688,337
Grand Total	No.	9 (9)	119(104)	128(113)
	Vols.	59,934	2,099,160	2,159,094

[1]See explanatory notes in text, pp. 7-11.

Table XI. Public Library Volumes by Region and County[1]
1966

Region and County	Volumes	%
North Coast		
Del Norte	16,028	
Humboldt	151,153	
Lake	12,522	
Marin	297,125	
Mendocino	79,818	
Napa	152,124	
Solano	251,281	
Sonoma	241,933	
Subtotal	1,207,988	4.5
North Mountain		
Lassen	51,493	
Modoc	53,550	
Plumas	52,129	
Shasta	90,316	
Sierra (see Plumas)		
Siskiyou	135,471	
Tehema	63,084	
Trinity	--	
Subtotal	446,043	1.7
North Sacramento Valley		
Alpine	-	
Butte	192,540	
Colusa	70,727	
Eldorado	68,808	
Glenn	121,895	
Nevada	44,155	
Placer	131,563	
Sacramento	765,580	
Sutter	83,808	
Yolo	154,037	
Yuba	46,123	
Subtotal	1,679,236	6.3

Table XI. (continued)

Region and County	Volumes	%
Central Valley		
Amador	59,858	
Calaveras	26,422	
Mariposa (see Merced)		
Merced	151,670	
San Joaquin	593,799	
Stanislaus	245,422	
Tuolumne	46,202	
Subtotal	1,123,373	4.2
Lower San Joaquin Valley		
Fresno	601,767	
Kings	144,641	
Madera	77,075	
Tulare	325,346	
Subtotal	1,148,829	4.3
East and South Bay		
Alameda	1,547,885	
Contra Costa	748,409	
Monterey	461,353	
San Benito	46,280	
San Francisco	1,045,228	
San Mateo	944,873	
Santa Clara	1,361,138	
Santa Cruz	238,037	
Subtotal	6,393,203	23.9
Santa Barbara Coast		
Kern	423,058	
San Luis Obispo	150,449	
Santa Barbara	295,743	
Ventura	433,476	
Subtotal	1,302,726	4.9

Table XI. (continued)

Region and County	Volumes	%
Greater Los Angeles		
Inyo	45,448	
Los Angeles	8,966,098	
Mono	299	
Orange	1,279,551	
Riverside	713,341	
San Bernardino	868,626	
Subtotal	11,873,363	44.4
Greater San Diego		
Imperial	138,039	
San Diego	1,440,051	
Subtotal	1,578,090	5.9
Grand Total	26,752,851	100.1

[1] Source: News Notes of California Libraries, Winter 1967, pp. 34-61.

Table XII. Elementary Schools and School Libraries By Region and County, 1964[1]

Region and County	Schools	Libraries
North Coast		
Del Norte	10	3
Humboldt	72	2
Lake	10	3
Marin	76	40
Mendocino	27	7
Napa	29	9
Solano	54	10
Sonoma	77	4
Subtotal	355	78
North Mountain		
Lassen	18	0
Modoc	12	0
Plumas	9	0
Shasta	54	2
Sierra	4	0
Siskiyou	36	3
Tehama	23	0
Trinity	0	0
Subtotal	156	5
North Sacramento Valley		
Alpine	2	0
Butte	50	5
Colusa	9	1
Eldorado	25	3
Glenn	20	1
Nevada	15	0
Placer	34	3
Sacramento	183	86
Sutter	25	2
Yolo	35	1
Yuba	24	8
Subtotal	422	111

Table XII. (continued)

Region and County	Schools	Libraries
Central Valley		
Amador	6	0
Calaveras	10	0
Mariposa	9	0
Merced	46	10
San Joaquin	112	32
Stanislaus	78	11
Tuolumne	20	0
Subtotal	281	53
Lower San Joaquin Valley		
Fresno	169	12
Kings	29	6
Madera	28	3
Tulare	98	9
Subtotal	324	30
East and South Bay		
Alameda	263	177
Contra Costa	152	117
Monterey	76	21
San Benito	20	1
San Francisco	96	61
San Mateo	166	103
Santa Clara	284	143
Santa Cruz	34	6
Subtotal	1,091	629
Santa Barbara Coast		
Kern	134	35
San Luis Obispo	50	6
Santa Barbara	76	32
Ventura	99	24
Subtotal	359	97

Table XII. (Continued)

Region and County	Schools	Libraries
Greater Los Angeles		
Inyo	9	0
Los Angeles	1,223	574
Mono	5	0
Orange	286	48
Riverside	119	24
San Bernardino	200	52
Subtotal	1,842	698
Greater San Diego		
Imperial	36	2
San Diego	289	44
Subtotal	325	46
Grand Total	5,155	1,747

[1]Source: Preliminary tabulations by the California School Library Research Project.

IV

PRESENT PROGRAMS AND PLANS FOR INTER-TYPE-OF-LIBRARY COOPERATION

Having reviewed the distribution of the several types of libraries by counties and regions in California, I turn now to programs of joint action that are already in effect, or are presently proposed.

Programs involving only one type of Library are omitted. My purpose here is to illustrate the kinds of inter-type-of-library programs that might be stimulated under Title III of the LSCA. It will be useful, I believe, not to limit ourselves to California programs and proposals but to include relevant ideas from other places. Again, in the short time assigned for this study, no comprehensive review could be undertaken. There follow only brief notes on such programs and proposals as came to my attention during this study or came to mind from earlier experience and reading.

School and Public Libraries

The problems of cooperation between school and public libraries have been intensively studied and argued in recent years. At one extreme, it is argued that the goals and methods of the two types of libraries are so different as to

obviate any useful joint action. Yet the students flock to the public libraries when the school libraries are closed or for books and journals that are lacking in the school libraries. At the other extreme, it is argued that school library services should be assigned outright to the public libraries. For example, the "Freeman" report[5] stated that "the school library--for all the effort and expenditure going into it--does not effectively serve the student's large need and, what is more, cannot do so." Further, "combine the school libraries and the public libraries in each jurisdiction, with all budgets, personnel, and materials under the existing public library organization."

Between these extremes, some joint action can be observed--action aimed at effective supplementation by public libraries of school library services, with due respect to the individual goals, methods, and problems of each. The literature of this problem is extensive and need not be reviewed here. The moderate position is well stated by Martin and Bowler.[6]

---

[5]Freeman and Co., Final Report on a Library System Study: Development of Information and Preparation of a Plan for a Cooperative Library System for Public Libraries of Santa Clara, Alameda, and Contra Costa Counties (Palo Alto, Calif., Freeman & Co., 1965).

[6]Martin and Bowler, op. cit., p. 28.

> To meet the substantial and significant demand for reading material from students, both school libraries and community libraries are needed. The school library should be a genuine reference and reading center within the school building, with professional direction and a collection designed to provide immediate support for the school instructional program. Readings regularly assigned, titles on reading lists, and reference sources needed frequently must be available within the school to support its daily round of work. As the student ranges wider in his reading, either from specific school projects or under the general stimulus of school instruction, and finds that the working collection in the school does not have the range and depth he needs, he naturally turns to community library facilities. It is not feasible or economical to have in every school building a large collection of 25,000 titles or more at the secondary level, in order to serve these needs.
>
> Public libraries are needed for students even if school libraries are well developed--and school libraries are needed even if the community facilities are strong. . . .

Examples of effective cooperation between public and school libraries are readily found in some parts of California, such as Sacramento, where public library bookmobiles serve the schools, and the city of Whittier in Los Angeles County. A few county and city librarians regularly invite school librarians to visit them and publish information about the specific services they offer to students. Yet in the great majority of the communities in California, there is still no communication, let alone cooperation, between public and school libraries.

A general review and assessment of this problem is soon to be published as a chapter in the report of the California School Library Research Project. The Holt and

Rostvold survey of public libraries in San Gabriel Valley[7] presents for serious consideration a program of cooperation between the public library and the system of public and private education of the community.

School and Special Libraries

Coordination between school and special libraries is still rare and experimental, but exciting and challenging. Three instances of industrial research and development libraries in California that have opened their doors to students on a limited basis have come to my attention: the Aerospace Technical Library at San Bernardino, the Aeronutronic Library of the Philco Corporation at Newport Beach, and the Autonetics Research Library at Anaheim.[8] The Aerospace library has invited students and faculty members of local high schools and colleges to use the library as a supplemental source for research material in science, engineering, and mathematics one night each week throughout the school year. Similar programs are offered by Aeronutronic and Autonetics.

---

[7] Raymond M. Holt and Gerhard N. Rostvold, The Community Library in an Age of Change; A Case Study of Public Libraries in San Gabriel Valley (April 1965), pp. 62 ff.

[8] L. H. Linder, "Student Library Nights at Aeronutronic," SLA, Southern Chapter, Bulletin XXVI, No. 2 (Winter 1964), 37-38; V. J. Michel, "Autonetics School Library Program," ibid., 40.

School and Academic Libraries

The flood of high school students spills over from the public libraries into the local college and university libraries. In my own experience as director of the Stanford University Libraries, a great deal of attention was paid to this problem, and a policy was agreed upon with the local superintendent of schools. High school students were permitted to use the university library only after certification by the school librarian that the resources of the school had been exhausted. This certification was intended among other things to insure that the school librarian was informed about needs that the school library could not satisfy.

The May 1967 issue of College and Research Libraries contains a symposium on "Community Use of Academic Libraries," which interprets the results of a questionnaire study of 783 college and university libraries. Richard C. Quick, in his summary, "Community Use--Dealers choice," reported as follows:

> To subpart a [of the questionnaire], concerning library use by high school students, 258 libraries responded with a flat--and sometimes emphatic--"no," 189 responded with an unqualified "yes," and 172 responded with a qualified or conditional "yes."[9]

He concluded that "the community group that appears closest to being genuinely unwelcome in American college and university libraries is the high school student segment."

---

[9] College and Research Libraries, XXVIII, No. 3 (May 1967), 187.

Public and Academic Libraries

Whereas the schools have little opportunity to offer reciprocal services to public, special, and academic institutions, academic institutions do receive benefits from public libraries. In the symposium cited above, Edward A. Howard summarized "The Work of the Public Library in Supplementing the Resources of the College Library" and describes at length the "fifty-year history of cooperation between the public library and Evansville College library,"[10] Indiana. The wide use of public library facilities by college students is a familiar phenomenon.

That academic libraries commonly provide services, within restrictions of one kind or another, to their communities is also indicated by Mr. Quick in the article cited above. Of the 783 libraries questioned, 742 reported that they "permit in-building use of library materials by persons not enrolled in the college" and 649 reported that "the circulation privilege is extended to those outsiders permitted use of the library." To the question "Do you extend the library privilege to all persons?" 283 responded with an unqualified "yes" and 125 with a qyalified "yes," the qualification "usually indicating that all of those willing to pay an annual fee or a short-term fee were permitted the

---

[10] Ibid., pp. 196-98.

library privilege."[11] The necessary safeguards and the various mechanical problems of community use of academic libraries are discussed in other papers of this symposium.

A matter of particular concern to our present study is coordination between academic libraries and the regional public library systems in California. Martin and Bowler noted that in Monterey County a college library participates in a public library processing center and called attention to the potentialities of further "coordinated effort at the local level, cutting across the lines between types of libraries."[12] George Bonn called for authorization to the California State Library "to investigate the possibilities of various contract arrangements whereby a public library, or system, or the whole state network agrees to pay one or more academic institutions (public or private) for technical information services rendered. . . ."[13] Holt and Rostvold, with reference to the organization of a Mt. Baldy cooperative library system in East Los Angeles County, argued that "Academic library facilities should be brought into the picture also to serve as a major supplementary resource center for

---

[11] Ibid., pp. 185-86.

[12] Martin and Bowler, op. cit., p. 63.

[13] Bonn, op. cit., p. 78.

providing books, periodicals and documents in even greater depth."[14]

Academic and Special Libraries

Another area of interest is the relationship between academic and special libraries, especially the scientific and technical libraries of business and industry. This relationship is particularly important between large university libraries and the heavy concentrations of industrial research and development laboratories that often cluster around university centers, for purposes of library support and intellectual interchange. Some ten years ago the Stanford University Libraries established its Technical Information Service (TIS) as a separate department through which all library services to business and industry are now channelled.[15] The purpose of the TIS is to improve services to business and industry without encroaching upon services to faculty and students and to cause business and industry to pay not only the direct costs of the services but also a fair share of the standby costs of maintaining the research collections.

---

[14]Raymond M. Holt and Gerhard N. Rostvold, Community Libraries to Match Community Needs; a Case Study and Plan of Action, Public Libraries in East Los Angeles County (May 1966).

[15]Jack Pooler and David C. Weber, "The Technical Information Service in the Stanford University Libraries," College and Research Libraries, XXV (September 1964), 393-99.

The California Institute of Technology has organized a group of Industrial Associates who acquire special privileges, such as faculty visits, technical seminars, and extensive library services in return for annual financial contributions to the Institute. The University of California at Berkeley Libraries offer interlibrary loan services to special libraries more than fifty miles from the campus, and UCLA offers similar services with the restriction that loans are not sent by mail to other libraries in the Los Angeles area. Both UC libraries lend to "qualified individuals" on a fee basis and provide photocopying services at scheduled prices.

Examples of planned coordination between academic and special libraries can readily be found elsewhere in the state and nation. For example, a study has been made for Harvey Mudd College (one of the Claremont Colleges) of "the bases, including the use of the techniques of automata, for providing the capability for a science library for academic-industry use."[16] In Texas, a long-term contract exists between Southern Methodist University and the Graduate Research Center of the Southwest, fifteen miles apart, for coordination that is "characterized by rapid messenger service, an annual contribution for acquisitions and cost-of-service

---

[16] A Joint College/Industry Library with Automata; Prepared for Harvey Mudd College, Science and Engineering . . . (Reprinted by the Council on Library Resources, 1964).

reimbursements, and a full-time librarian's salary furnished by the special library."[17]

Multi-Type-of-Library Cooperation

The above examples are, for the most part, of bilateral coordination among two types of libraries--school and public, school and special, school and academic, academic and public, and academic and special. Other combinations could also be found. But I shall turn now to examples of multilateral programs and proposals, which are more fully consonant with the goals of Title III.

A significant multilateral program in California is that of the Associated Science Libraries of San Diego, which now embraces 19 college, university, special, and public libraries for the purpose of facilitating interlibrary loans, exchanging information about collections, and providing bibliographical assistance, study privileges to visitors, and referral services.[18] In commenting upon the implications of this cooperative for technical information services in California, George Bonn wrote: "Such mixed co-ops may be the

---

[17] Julie H. Nott and Marjorie Wheeler, "Library Service by Contract: A Joint Venture," College and Research Libraries, XXVIII, No. 2 (March 1967), 107.

[18] A Plan to Use and Improve Community Science Information Resources through Interlibrary Cooperation (San Diego Public Library, 1963).

instrumentality by which special libraries are brought more formally into the state's technical information network and they could stand to gain financial aid in proportion to their participation in the information network program, the same as any other library."[19]

Looking outside the state, one recognizes at once that such programs as the Pacific Northwest Bibliographical Center and t he Rocky Mountain Bibliographical Center for Research are prime examples of multilateral cooperation among the several types of libraries. These are union catalog and interlibrary loan referral centers, with additional functions of a cooperative nature, that are supported by the participating libraries. LSCA funds are now being used to help support the Rocky Mountain Center.

Indeed, the Rocky Mountain Center figures importantly in proposals prepared by Nelson Associates, Inc. for a statewide library network in Colorado that would include college and university, special, and school libraries as well as public libraries.[20] The Bibliographical Center would serve as the general communications control for the entire state network. Both the University of Colorado Libraries and the

---

[19]Bonn, op. cit., p. 59.

[20]Nelson Associates, Inc., New Directions in Library Service for Colorado; Report of a Study Undertaken for the Colorado State Library (August 1965).

Denver Public Library would be designated as state-wide reference centers.

A multilateral plan for service to industry has been proposed in Houston, Texas. The Houston Technical Information Center would undertake to provide access to the technical information sources of the area, including those in public and university libraries.[21]

In New York State the "3R" program (Reference and Research Library Resources) has received considerable nation-wide attention. The original proposal called for "a state-wide program for rapid acquisition and sharing of new knowledge, strengthening college, university, public and industrial research library resources, [and] a contribution to the economic, social and educational welfare of the people of New York."[22] There has now been created a Reference & Research Library Resources Board, and the establishment of regional reference and research library systems is now in progress, with state aid apportioned on a per capita basis--per student and per professional worker in each region. "Professional worker" is defined "as shown in the major

---

[21]Harold G. Richardson, "The Proposed Houston Technical Information Center," Special Libraries, LIV (May-June 1963), 297-99.

[22]Knowledge is Power; Organized Research of Yesterday for Use Today and Tomorrow. . . . (The University of the State of New York, The State Department of Education, Albany, 1961).

occupation group of the experienced civilian labor force designated as 'professional, technical, and kindred workers' in the report of general characteristics of population for New York State published by the United States Department of Commerce, Bureau of Census. . . ."[23]

Closely related to the "3R" proposal is another study by Nelson Associates, Inc., of multilateral library cooperation in New York City.[24] After reviewing the resources of the New York Public Library, the borough public library systems, the academic libraries, and the special libraries, this study proposed the establishment of a New York Library Service Authority (to be a coordinating agency, not an operating library), a new Undergraduate Library Facility at 42^{d} street, and a balanced pattern of interinstitutional library privileges. The proposed administrative and fiscal arrangements are elaborately developed.

In closing this section, let me mention one more example--the new National Lending Library in England. I mention this because it suggests a significant approach to

---

[23]See also Nelson Associates Inc., Strengthening and Coordinating Reference and Research Library Resources in New York State. . . . Prepared for New York State Education Department (Nelson Associates, Inc., 1963).

[24]Nelson Associates, Inc. Prospects for Library Cooperation in New York City; Planning for More Effective Utilization of Reference & Research Resources (Nelson Associates, Inc., 1963).

faster and cheaper copies of materials needed by libraries throughout the county. As I understand it, this library, in contrast with conventional libraries, is organized specifically to facilitate the reproduction of its resources instead of reference and borrowing by readers. A library suited to the needs of walk-in readers--classified book stacks, bound serials, charging systems, etc.--presents formidable obstacles to reproduction services. A separate "copying library," serving all interests of the state, might well be envisioned as a future link in the chain of multi-type-of-library coordination.

These examples will serve at least to indicate the extraordinary complexity, and the wide range of possibilities, of supplementary services among the several types of libraries under Title III of the LSCA. I shall now try to generalize about objectives, needs, and services that are common to all types of libraries and for which programs of joint action might be fruitful.

V

OBJECTIVES AND AREAS OF COORDINATION

Realistic Access

Throughout the wide range and diversity of programs and proposals for joint action among the several types of libraries there runs a common thread of purpose. A "Statement on Interlibrary Cooperation" recently drafted by the ALA Joint Committee on Cooperative Activities opened with the following assertion:

> Library service of high quality is essential to a great society. Our society is committed to equal educational opportunity to all, an enriched cultural life, vigorous research, and lifelong learning.[25]

In library terms, equality of educational opportunity means equality of access to books and information, and the ultimate goal of cooperative ventures is more realistic and effective access to library resources, wherever they may be, for every citizen. "Every library should provide every

---

[25]"Statement on Interlibrary Cooperation, Drafted by Joint Committee on Cooperative Activities, American Association of School Librarians, Association of College and Research Libraries, American Association of State Libraries, and Public Library Association (Divisions of the American Library Association." (Mimeo., n.d.).

every patron with any published information required," wrote Melvin Weinstock.[26] This is valid for public libraries, school libraries, college and university libraries, and special libraries.

"Access" in this context means the knowledge of existing books and information and the ability to get hold of them. The "3 R" program in New York State is aimed at correcting the inadequacies of access to materials needed by students, researchers, and professional workers. The State Technical Services Act is aimed at improving access to technical information needed by small business, industrial, and commercial firms. The public library cooperatives, as in California, are aimed at raising the general level of access to books and information needed by all segments of the community. In each instance, the opportunity of a reader in any library to obtain materials from other libraries is essential, and the library itself assumes responsibility for identifying, locating, and obtaining them.

Joint Action

A particular goal of Title III of the LSCA is the achievement of realistic access through programs of joint action. Types of libraries, like individual libraries,

---

[26]Melvin Weinstock, "Network Concepts in Scientific and Technical Libraries," Special Libraries, LVIII, No. 5 (May-June 1967), 330.

cannot achieve self-sufficiency. "It is impractical and economically impossible for all libraries to collect everything--and to retain everything they collect," wrote Weinstock[27] with reference to scientific and technical libraries, and the same is frequently said about school, public, and college libraries. Each library, or type of library, should build its own resources to the practicable limit, but it must then supplement those resources by drawing upon other libraries. The ultimate criterion of value to the reader is not the size or quality of the local library collection, however important they may be; it is the service he actually receives in terms of the delivery of books and information, regardless of where or how the library gets them. Realistic access to all needed resources at any point of local service is certain to depend increasingly upon the willingness and ability of libraries of all kinds to exploit each other in addition to building their own local collections.

The act by one library of supplementing the services of another should not, however, detract from its ability to serve its own clientele. The ALA Joint Committee on Cooperative Activities put it this way:

> The primary responsibility of the public library is to its community; the primary responsibility of the school library is to its pupils and educators; the primary responsibility of the academic library is to its students and faculty; the primary responsibility

---

[27]Weinstock, ibid.

> of the research and special library is to the scholar and researcher. But whether citizen, student, educator, scholar, or researcher, all are users of library service and cooperation is vital for providing the full range of library service.[28]

In balance, while each library must protect the interests of its particular clientele, it can minister fully to those interests only if it recognizes that their range and depth often extend far beyond the resources locally available. The broad educational, cultural, and technical interests of a clientele will often be poorly served by protecting the readers' access to inadequate local collections at the expense of access to other richer collections.

Formal Systems and Networks

Programs of joint action, as illustrated in Chapter IV, have taken a wide variety of forms, but they tend ultimately toward the evolution of formal systems and networks of library and information services which are capable of tapping the entirety of published informationsources for all readers. The need of inter-type-of-library networks is increasingly urgent in this technological age for the dissemination of technical, scientific, and other research materials to various segments of society--from secondary education through local business and industry to university teaching and research and government-sponsored development. Modern

---

[28]"Statement on Interlibrary Cooperation," op. cit.

science is frequently inter-disciplinary and multi-institutional. So vast and complex has the problem of access to information become that library networks are coming to be viewed as potential public utilities in the broadest sense.

The network concept includes the development of cooperative systems of libraries on geographical, subject, or other lines, each with some kind of center that not only coordinates the internal activities of the system but also serves as the system's outlet to, and inlet from, the centers of other systems. The concept is also hierarchical in that the centers of smaller systems are channels to centers of larger networks at state, national, and even international levels. A familiar analogy is the telephone service, in which local systems were first coordinated and then hooked up into national and international networks.

In California, the ultimate goal might be conceived as a network that would hook up its various library systems, both existing and future, in such a way as to provide rapid and comprehensive access to all the library resources of the state and nation even by citizens of the least populous counties of the state, to make available to business and industrial personnel the technical resources of the state's special libraries, to enable university faculties and graduate student bodies to draw more freely upon other research libraries, to help high school and college students to find materials for independent study projects, to give college

faculties a better opportunity to engage in research, and so on. The network would supplement the libraries that are already strong as well as those that are still weak. It would link together community, state, federal, and private library systems, however they might evolve, in the general public interest.

Experimentation

It is clear that the evolution of library systems into a network that effectively links the several types of libraries will require the breaking down of many old barriers and habits of thought and the substitution of a new spirit of flexibility and experimentation. The give and take of co-operative action will require more sophisticated organizations and procedures, improved safeguards, and more equitable balancings of accounts. A general loosening of traditional lines of responsibility and benefit between types of libraries will have to follow recognition that all citizens have some right to information services that are supported by tax dollars, whether in public, academic, or special libraries. Title III calls for the blazing of new trails, the broadening of perspectives, and a willingness to adapt to conditions of the future; and the future is limited only by our vision of what is possible.

The broad objectives, then, are four: (1) Realistic access to the books and information needed by any citizen, at

whatever point he may contact the library system; (2) Improved access through programs of joint action by which libraries supplement each other's services; (3) The development of formal library systems and networks as a comprehensive means of joint action; and (4) bold experimentation with new philosophies and methods of library service.

In the achievement of these goals, programs of joint action may involve the improvement, or extension, of a variety of library services, such as union listing, reciprocal loans, rapid delivery of books, and centralized cataloging. I will now review these services briefly as they apply to programs under Title III.

Title III funds, I understand, will not be available for the purchase of books and journals. Title I continues to provide for the strengthening of public library resources, while Title III is aimed at the improvement of communications and services by which libraries exploit existing resources. It proposes the extension of these communications and services to cooperative systems and networks that cross the traditional type-of-library lines.

Basic to any cooperative system is the principle of reciprocal borrowing and reference privileges. While in cert ain local situations the clientele of one type of library may be permitted direct use of another type of library (e.g. high school students in a special library, or industrial researchers in a university library), the greater

problem is the exercise of these privileges at long distances--distances at which it is difficult to learn what resources exist, where they are, and how to obtain them. The following discussion of interlibrary services, as they relate to Title III, is oriented toward conditions in which the clientele of one type of library must depend primarily upon the interlibrary communications system for access to books or information in other types of libraries.

Communication

A rudimentary requirement of any library system is therefore a communication network that enables libraries to query each other and exchange information frequently and rapidly on any matter whatever. There is of course the postal service, which is too slow for many purposes. Teletype networks are used successfully in many systems where the traffic is heavy enough to justify the cost, and telephone tielines are effective, as among the nine campuses of the University of California. In small geographical areas, messenger services can also be used. But whatever the device, its effect must be to link the libraries more closely in order to facilitate the exchange of information.

Bibliographical Services

Access to bibliographical information about the resources of the several types of libraries is probably the greatest single problem in the development of systems under Title III. Students, researchers, professional workers, and business men all need greater help in the form of bibliographical tools and services that identify what is available. The usual devices are union catalogs and lists that reveal the holdings of all libraries in a cooperative system, whether large or small. There are plans to extend the functions of the union catalog of the California State Library, and a union catalog of the University of California library system is in the making. Union lists of scientific and technical serials in special, academic, and public libraries have been compiled in many parts of the country, including San Diego.

Accessibility to union catalog information promises to be greatly extended in the future as a result of the revival of catalogs in book form, which can be duplicated and distributed to local service points. It is believed that only when full knowledge of the total resources of a library system can be made immediately available at each point of local service will the system ever perform as it should, and the realization of this ideal may well become possible with the development of computer-based, system-wide processing centers. Meanwhile, the strengthening of local collections

of bibliographies and indexes and the compilation of directories of resources in various fields can go far toward extending the reader's access to materials not locally owned. Also, the liberal use of telephone and teletype can speed up the interrogation of central, single copy, union card catalogs.

Delivery Services

Physical access to the book or journal itself, after the knowledge of its existence and location has been achieved, is the third broad problem area. Interlibrary lending by mail has been supplemented within certain distances by messenger services, and photocopies are now being widely supplied in lieu of the books or journals themselves. The next leap forward in rapid delivery services promises to be long distance facsimile transmission, which might soon become practicable in large, very active library systems. The UC Institute of Library Research has recently completed a month-long experiment in transmitting copy from Berkeley to Davis by LDX (long distance Xerox),[29] and the San Francisco Public Library has announced a program for serving the member libraries of the North Bay Cooperative through a long distance facsimile system. The combination of union catalogs in book form with long distance facsimile transmission holds tremendous potential for library systems of the

---

[29]Report soon to be published.

future and, indeed, requires the development of formal interlibrary systems, lacking which the new technologies could not even be used.

Reference Service

Access to information, as contrasted with books and journals, through reference services is the fourth area for development in cooperative library systems. Arrangements need to be made for local libraries to refer difficult reference questions to system centers, or to special or research libraries, where answers can be found.

Centralized Processing

The fifth area is the central ordering and/or cataloging of materials on a system-wide basis. Examples in California are the processing centers of the Monterey and San Mateo county libraries. The State Library operates a center that orders and catalogs books for 21 county and municipal libraries, and studies are in progress toward the mechanization of this center, including the production of catalogs in book form for different levels of service throughout the state.[30]

---

[30]Kelley L. Cartwright and Ralph M. Shoffner, Catalogs in Book Form; a Research Study of Their Implications for the California State Library and the California Union Catalog, With a Design for Their Implementation (Berkeley, Institute of Library Research, University of California, January 1967).

The level at which processing should ultimately be centralized in library systems and networks is still unknown, but until computer-based centers are operating effectively at state or national levels, there is still an important role for manual centers at the regional level. In due course, the basic cataloging data are expected to be generated in machine-readable form at the national or international level. As the Library of Congress and other national agencies expand and mechanize their processing activities, the data will be fed down into the regional centers for local manipulation and catalog production.

Collection Building

Coordinated collection building is the sixth area. While Title III funds may not be used to purchase library resources, they may be applied to procedures by which the libraries in a system divide their acquisitional responsibilities. Rarely anywhere have coherent plans for the comprehensive coverage of research materials been put into practice. While the payoff from past efforts has been discouragingly small, equal efforts within smoothly functioning library systems of the future, with improved bibliographical and physical access from any service point to all collections in the system, should bring greater rewards. There can be no doubt that fast identification and delivery

services will create new opportunities to reduce the duplication of many types of materials and to increase the overall strength of resources in a system.[31]

Mechanization

The seventh broad area, already touched upon, is the application of electronic data processing techniques to library operations. It has been noted that an automated system has been proposed for joint service to Harvey Mudd College and to industry and that the California State Library is planning toward the mechanization of its processing center. Other examples may be observed in Los Angeles and Santa Clara counties. While EDP is not an essential ingredient of library systems, it is a highly promising area for experimentation at the systems level, far more so than at the individual library level.

The mechanization of library operations may begin with any of several repetitive processes that can be standardized and formalized for machine handling: order procedures, catalog production, and circulation and serial control, all of which account in one way or another, or manipulate, bibliographical references to books or journals.

---

[31]Cf. William Spangle and Associates, Proposed Library System Plan, City and County Libraries, San Mateo County, California (Redwood City, William Spangle and Associates, 1964), p. 3.

Integrated programs may include several or all of these processes. It is at this clerical level where experiments and demonstrations appear to be fruitful at this time. Machine searching of catalogs, as against manual searching of catalogs (possibly produced by machine), is still on the horizon, although the MEDLARS project of the National Library of Medicine does include machine searching of a very large file in addition to producing the Index Medicus in book form. Automatic indexing and retrieval of the texts themselves, as against references to them, are still too far in the future to be considered in connection with Title III programs.

There are other areas of possible coordination that might be incorporated into Title III projects, but these seven appear to be the major ones, particularly where inter-type-of-library systems are dealing with scientific, technical, and other research materials: (1) communication, (2) bibliographical services, (3) delivery services, (4) reference services, (5) order and catalog processes, (6) collection building, and mechanization. It is recommended that projects supported with Title III funds deal importantly with joint action in one or more of these areas toward achievement of the broad objectives noted above.

VI

ORGANIZATION AND SUPPORT

We have taken a broad look at the distribution of public, school, academic, and special library resources in California, noted some of the present programs and plans for inter-type-of-library cooperation, and considered the objectives of such programs and the kinds of services that might be involved. I now turn to the general patterns of system and network development that might be evolved under Title III and the possible bases of their support.

Geographical

The first--and obvious--pattern is regional or geographical, along the lines of present planning for public library systems, as represented by the Martin and Bowler report.[32] This approach is essentially an expansion of the public library systems by incorporating the local school, college, and special libraries into them on a more or less

---

[32]Martin and Bowler, op. cit.

uniform basis. The criteria for evaluation of projects and the bases of support might not differ greatly from those now applied to the public library systems. This approach might be particularly fruitful in situations where college and high school students depend heavily upon public library services and where college and special libraries are able to supplement the public library collections and services. Coordination could be stimulated in any or all of the service areas discussed in Chapter V. Proposals could be solicited from existing public library cooperatives that wish to broaden their scope and potential by including other types of libraries and from newly planned cooperatives that would include them from the beginning.

Subject

While the regional pattern is both obvious and desirable, it is not alone sufficient to organize and exploit fully the total library resources of the state for supplementary purposes, particularly the scientific, technical, and research resources. It is believed that coordinated systems should and will develop, and should be supported under Title III, along subject lines as well as geographical.

Examples of coordination based on common research and development interests in special subject fields, such as the

Associated Science Libraries of San Diego and Stanford's Technical Information Service to business and industry, were given in Chapter V. A strong trend toward the organization of bibliographical services by discipline is developing at the national level. Examples are medicine, agriculture, and chemistry. There is good cause to expect that the bio-medical libraries in California universities, hospitals, public health agencies, and commercial research laboratories might organize themselves into a system as a means of building their own collective strength. Through a center of their own they might link up with centers of other systems, including geographical systems, for inter-system, or network, coordination. Similar systems could arise in law, theology, agriculture, and other fields. The full strength of specialized research libraries, including collections of technical reports and documents, can probably be mobilized, even for service to public libraries, only through subject systems.

While special and academic librarians show considerable interest in systems of this kind, progress has been slow. Useful channels for exploring future possibilities are the special library associations, including the Special Libraries Association, the American Association of Law Libraries, the Medical Library Association, the Theological Library Association, and other special interest groups in the library community.

In planning for inter-type-of-library coordination, it is very important, I believe, not to think only in terms of bringing other types of libraries into existing and proposed public library systems. It is true that our historical systems orientation is from the public library point of view and that Title III is attached to public library legislation, but programs of coordination under Title III must also take account of other more specialized orientations if its objectives are to be fully realized. It is also important, I believe, that inter-type-of-library systems be supported in specialized subject fields even if public libraries are not direct participants. Such systems should, however, benefit the general public by supplementing public library systems through their several centers. A medical library system, for example, might have no public library members, but its services should be available through its center to public libraries in any regional cooperative in the state, after the appropriate screening of requests at the regional centers.

A distinction is drawn here between the supplementation of library services <u>within</u> a cooperative system and supplementation from without by other systems in a network. For libraries of one type to help those of another it is not essential that they be members of the same system, although they might benefit from being; it is essential that whatever systems they do belong to be linked into a network in order that one system may call upon another for help. In this way

geographical and subject systems could exist side by side, without overlapping membership, and still coordinate their services. T he geographical systems would be likely to contain the smaller, more general college and special libraries along with public libraries, while the subject systems would contain the more highly specialized research collections.

Statewide Research

The third pattern is that of contractual arrangements for service by a major research library (academic, special, or public) to other libraries or systems of libraries. An example at the local level is the contract between Southern Methodist University and the Graduate Research Center of the Southwest. At the statewide level an example would be a contract between the California State Library and the University of California at Berkeley, or Stanford University, for services to all regional library systems of the state through their several centers. This pattern is useful, perhaps necessary, where reciprocity is impossible--where an institution with great library resources created for service to its own clientele is called upon to serve others that can offer little in return except reasonable compensation.

The wide disparity in library resources available to people in the several regions of the state was noted in Chapter III. It was also noted that regions weak in public and school library resources are on the whole still weaker

in academic and special library resources. Martin and Bowler pointed out in connection with public library systems that the combination of two or more weak libraries does not add up to a strong library,[33] and the same is true of types of libraries. 84.8 per cent of the special library resources in the state are in three out of nine regions: East and South Bay, Greater Los Angeles, and Greater San Diego. 83.7 per cent of the academic library resources are in two regions: East and South Bay and Greater Los Angeles. Indeed, as noted in Chapter III, 42 per cent of all academic library resources (8,277,286 volumes out of 19,831,231) are in three institutions: U.C. Berkeley, U.C. Los Angeles, and Stanford. If the goal of realistic access to existing resources is to be achieved for the people in all nine regions of the state, these major research collections cannot be viewed simply as members of cooperatives in their own particular regions; they must be viewed as statewide resources that serve all regions on a more or less equal basis. They must be set apart and related to regional, and also to subject, systems throughout the state on a special contractual basis.

While I have referred so far only to the great university libraries of the state, a similar position might be taken in regard to the public libraries of the major metropolitan areas and to certain distinguished special libraries.

---

[33]Martin and Bowler, op. cit., p. 69.

The San Francisco Public Library, for example, might be called upon to supplement the resources not only of the North Coast but also of the North Mountain, North Sacramento Valley, and other regions, as well as East and South Bay. The Los Angeles Public Library might be asked to serve all of the cooperatives in southern California, such as San Gabriel Valley, Black Gold, Serra, and Inland. Here again, as with subject systems, the geographical boundaries are essentially irrelevant. The problem is to extend the benefit of these unique riches, under controlled conditions and with proper compensation, to all citizens, wherever they may be.

Compensation by contract to these major research libraries is suggested because they cannot be expected to offer statewide services at the expense of their own clienteles. In due course, when the network of regional and subject systems has evolved more fully, the State Library might enter into such contracts on behalf of the entire state. That is, the State Library might contract, say, with U.C. Berkeley for services to all regional and subject cooperatives that meet its criteria for support under the PLSA. The contract would include the safeguard that requests for materials or reference services would not be referred to Berkeley without first having been screened by the regional or subject centers, or by the State Library, to insure that the services could not be provided intra-system.

These three patterns of coordination, then, combined

into a network, seem likely in the long run to achieve the goals of Title III: (1) geographical or regional systems along the general lines of the present and proposed public library systems, but including local school, college, and special libraries; (2) systems of special subject libraries, not necessarily including public libraries; and (3) statewide services by a few research libraries, including the major metropolitan public libraries. The last pattern also includes the State Library, which by definition provides statewide services and maintains research collections.

State Library

The role of the State Library in this network will necessarily undergo significant change. Whereas the State Library has traditionally backstopped the public libraries of the state with its research collections and guided the expansion of public library services and systems, it should become in the future the sponsoring agency for systems of non-public as well as public libraries, provide the mechanisms for welding the two together at the network, if not always the systems, level, and function as the communications center for all types of libraries, through its union catalogs, its processing center, and its referral services. There is implicit in Title III an extension of responsibility by the State Library to all libraries of the state, including school, academic, and special, in addition to public.

I recognize the revolutionary significance of this expansion of the historical role of the State Library, but I believe that the only library agency in the state that is capable of assuming this broader responsibility is the State Library, because of its legal status, its role as the administrator of both state and federal funds for library aid, and its potential as a statewide processing center. All other agencies, such as the Coordinating Council on Higher Education, are by definition too limited in their potential fields of jurisdiction.

An oversimplified representation of a possible network of regional and subject library systems with statewide research centers and the State Library as the communications center, is presented in Chart II. The solid lines indicate communications to and from the centers of regional and subject systems through the State Library to and from the statewide research libraries. The dotted lines illustrate the likelihood that regional and subject system centers should in many situations call directly upon the statewide research libraries and upon each other without clearance through the State Library. These situations might obtain (1) when the likely sources are obvious from the nature of the requests and (2) when, ultimately, exact information about the location of resources is available from book catalogs published and distributed to local service points by the State Library or

by any of the several systems, regional or subject. When exact information about the location of resources becomes available at local service points, the requests, after screening through the system centers that serve those points, could go directly, for economy of time and money, to the libraries already known to have the resources.

Financial Support

The bases for Title III support to these three patterns of cooperation will differ somewhat. Within the limits of this report I can only suggest what seem to me the most likely bases and recommend further study.

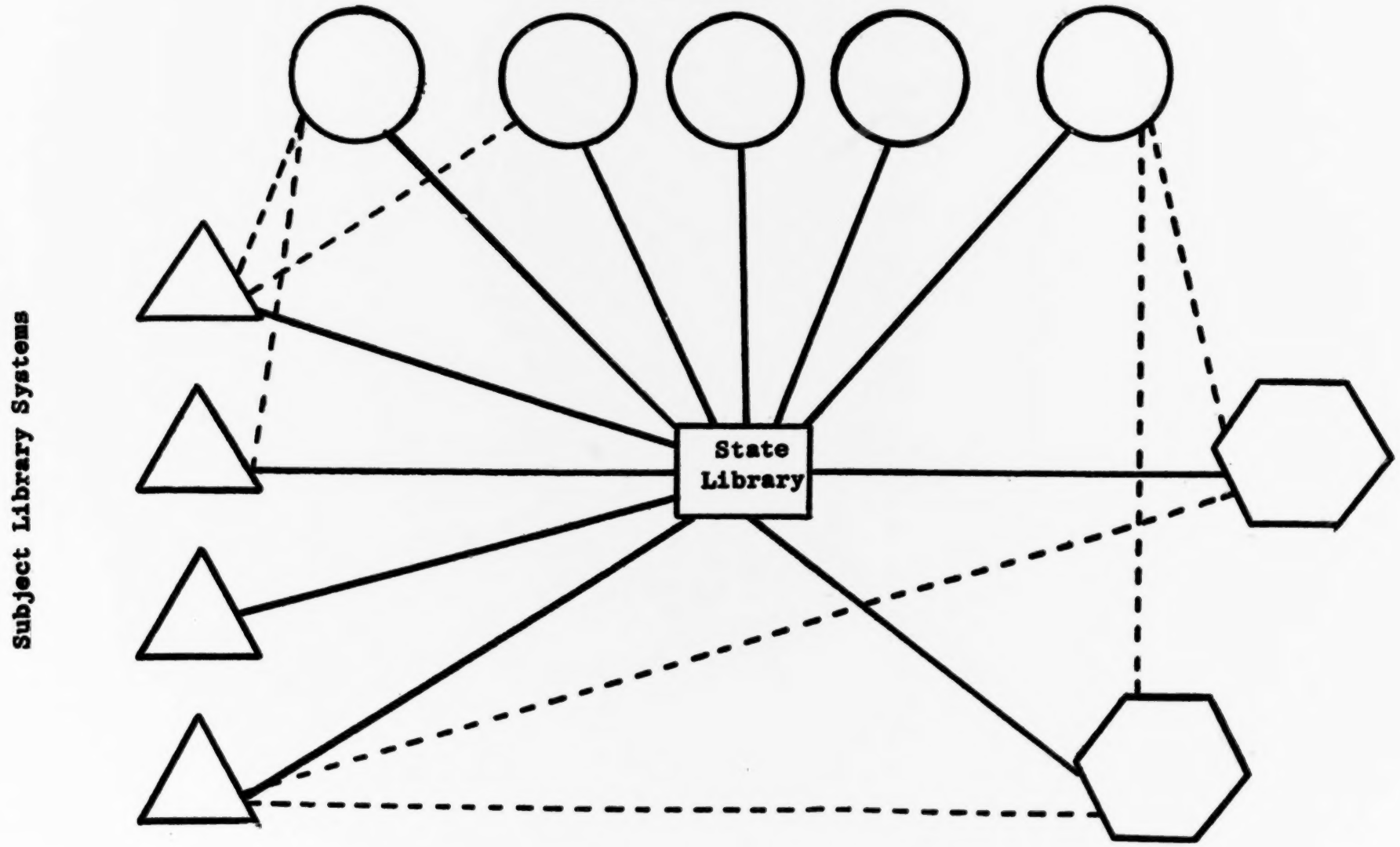
To geographical or regional systems, financial subsidy might be offered in much the same way as it has been offered to public library systems--planning, establishment, and per capita grants. Per capita allowances for special and academic libraries would need to be based on numbers of students, faculty members, and professional workers (e.g., research and development staff in industrial research laboratories), as in the "3R" program in New York State. These per capita allowances might vary between types of libraries, according to the per capita costs of library service in each type.

To special subject systems, the same kinds of grants might also be appropriate, and the per capita allowances for students, professional workers, and the like might well

CHART II

A LIBRARY NETWORK FOR CALIFORNIA

Regional Library Systems



Statewide Research Centers

conform to those applied in geographical systems. The problems of establishing and staffing a new center and of initiating programs of joint action appear to be similar.

In addition to planning, establishment, and per capita grants, "special project" grants might also be considered for both geographical and subject systems that are already in operation--grants to support new experimental, developmental, or demonstration projects that promise to have statewide significance, such as long distance facsimile transmission, mechanized union lists, and circulation control systems. The "special project" grants might become a device, in addition to per capita grants, for continuing stimulation of imaginative new programs in established systems.

To statewide research centers, contracts for services performed have already been suggested. Two elements of cost should be recognized in these contracts.

First is the direct cost of answering reference questions, verifying, locating, and mailing interlibrary loans, supplying photocopies, and so on. On the basis of my personal experience with the establishment of Stanford's Technical Information Service, I suggest that the best way to obtain these direct services from a large research library, without impinging seriously upon the library's ability to serve its own clientele, is to provide in the library a separate office and staff through which all outside contractual services are handled.

Second is the indirect, standby cost of acquiring, processing, and housing the collections upon which the direct services depend--the cost of just having the library there and waiting, of depreciation resulting from time and use, and of maintaining and augmenting its strength. In large research libraries this capital cost may be larger than the direct service cost. A reasonable provision for it should be included in the formula for reimbursement to the research library. Whether or not such provision, which includes the purchase of books, could be offered under Title III I do not know, but I strongly argue that it should.

While federal and/or state subsidy of regional and subject library systems will continue to be necessary to supplement local funding in the public interest through the indefinite future, the support of statewide services by major research libraries should, I believe, devolve entirely upon the state or federal government. The reasons are, first, the lack of substantial reciprocal services to the statewide research centers and, second, the crucial function of these centers in the equalization of library service opportunities to all communities of the State, which, as noted in Chapter III, vary tremendously in the strength of their own resources. Where the unique services of an institution are in effect requisitioned by the people of the state for the purposes of equalization, the expedient and economical source of reimbursement is the state government itself. The simplest method of such reimbursement is by contract with the State Library on behalf of the cooperative library systems of the state.

VII

NEXT STEPS

Again, this study is only a preliminary exploration of directions in which planning for Title III programs might move, and the emphasis is on long term programs. Closer at hand is the possibility that modest initial funding of Title III might become available in fiscal 1968. First steps should soon become necessary. The following suggestions are offered on the basis of data and ideas discussed in this report.

1. In view of the extraordinary complexity of inter-type-of-library systems and networks and the paucity of experience with them, the State Library could usefully employ a full-time consultant or field worker, with supporting staff, to study possible programs, to promote interest in them, and to advise groups of libraries that are potential participants.

2. To promote interest in Title III programs and to clarify objectives, organizational structures, methods of finance, types of services, and the like, the State Library should sponsor conferences and workshops jointly with various professional groups, such as the Special Libraries Association, the California Library Association, the California Association of School Libraries, the Medical Library

Association, and the American Association of Law Libraries. Joint meetings of representatives of the several types of libraries could be highly productive in sorting out the promising directions of future action.

3. If funds become available for the planning or establishment of inter-type-of-library systems, I would suggest that planning studies or demonstrations be authorized for at least one geographical system and one subject system. In northern California, a likely geographical system is the North Bay Cooperative, in which region the academic and special libraries are neither too numerous nor too large for experimental coordination with the existing public library system. A likely area for the development of a special subject system is the peninsula south of San Francisco, where an extraordinary concentration of special and academic libraries in science and technology have already developed close working relationships. In Southern California, other likely possibilities, such as the Associated Science Libraries of San Diego, could be found.

4. Discussions with the University of California at Berkeley and Los Angeles, and possibly also with Stanford, could be initiated at any time in regard to possible contracts for service to cooperative library systems throughout the state, including the public library cooperatives that have already been established, as well as future inter-type-of-library cooperatives.

5. Plans for an interstate cooperative between Lassen County, California, and Washoe County, Nevada, and the University of Nevada, which are already under study, should be pressed forward. While interstate cooperatives have not been covered by this report, they should be covered by future studies, and Lassen County is an excellent example of a California area that could benefit from an interstate program under Title III.

So much for first steps, excepting further studies. There follows a list of topics about which more intensive or extensive data would be helpful in planning the implementation of Title III.

1. While I reviewed in Chapter IV certain examples of inter-type-of-library cooperation that came to my attention through the reading of the literature and from talks with librarians, a thorough survey of existing relationships among the several types of libraries in California would be most useful. Such a study would require, I expect, a questionnaire survey to discover instances of cooperation, then field interviews to gather data about their exact nature. An estimate of the varieties of cooperatives that do or might exist, or that should be developed, might best be arrived at from such a study.

2. Since Title III programs will by definition involve libraries represented by special library associations, such as the California Association of School Libraries and the

Special Libraries Association, a significant area for further study is the goals, the philosophy, and the methods of these special groups. The evidence so far suggests that the Special Libraries Association is eager to explore the community responsibilities of its members. A broad gauge inquiry into the community responsibilities of all professional library groups could be highly revealing.

3. Incomplete data on the numbers and holdings of the several types of libraries were presented in Chapter III as drawn from existing sources. These data should be brought up to date and completed for each county and region and type of library, and they should include such special materials as technical reports, which are omitted in this study.

4. For academic and special libraries there should be compiled data on numbers of students, faculty members, professional workers, and others who comprise their clienteles--data that parallel the figures on populations served by public libraries.

5. In the field studies of existing cooperative programs among different types of libraries, particular attention should be paid to the costs and the bases of support of or reimbursement for the services rendered, with a view to establishing the per capita and other formulas for Title III grants.

6. Data should be gathered on inter-library loan, photocopying, and reference services by the several types of

libraries throughout the State. What is the present inter-type-of-library service traffic?

7. Of particular value would be a sophisticated sampling of the duplication of resources, especially resources for research, among libraries of the same type and between libraries of different types. The Spangle study of San Mateo County called attention to the heavy duplication of resources among small public libraries in a small region.[34] Various studies have been made of duplication among research libraries. But nobody, to my knowledge, has yet analyzed the duplication among public, school, academic, and special libraries in order to describe the resources that any type of library can really offer in supplementation to those of other types.

The adoption of guidelines and criteria for approval of the initial grants under Title III cannot, of course, await the accumulation of all the additional data that would be helpful. Some of the data might best be developed as byproducts of the initial projects, and it is urged that appropriate methods of developing them be written into the proposals. Each project, in other words, should be designed to produce systematic data on philosophies of service, the kinds of services rendered, the unit cost and elapsed time of each kind of service, the populations served, the duplication of acquisitions and resources, and other data that may be pertinent to the evaluation and to the future extension or elaboration of the project.

---

[34]William Spangle and Associates, op. cit., pp. 255-6.